

Code of Conduct 2010 - 2011



June 2010

Miller Park Community School

Mission Statement

At Miller Park we encourage each child to reach his/her educational potential and endeavor to create a safe, cooperative environment where students develop a positive self-image, empathy for others and an enthusiasm for learning.

Miller Park Community School Code of Conduct

I. INTRODUCTION

The purpose of the Code of Conduct is to provide common expectations for the behaviour of all students at our school.

At Miller Park Community School all members of our school community, students, parents and staff are committed to ensuring that we provide a safe, caring and orderly environment. All community members share the goal of promoting and enhancing socially responsible behaviours that contribute positively to the school community, to solve problems in a peaceful way, and to value diversity and defend human rights.

The Miller Park Community School Code of Conduct outlines school expectations and acceptable student behaviours as directed by the School Act #85 (2c). As per School District Policy 17, our Code of Conduct aligns with the School District's Code of Conduct and British Columbia's Human Rights Code. Therefore, at Miller Park Community School students shall not discriminate against others on the basis of race, religion, gender, or sexual orientation, or disability, or for any other reason set out in the Human Rights Code of British Columbia, nor shall a student publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule on the basis of any such ground.

II. CODE OF CONDUCT: KEY ELEMENTS

1. Process

The staff, students and parent community had numerous opportunities to be involved in the development of our Code of Conduct. Starting in 2005 school planning council reviewed the "Safe, Caring and Orderly School's" document and reviewed a draft developed by the Social Responsibility committee. This year the Parent Advisory Committee and School Planning Council each had separate sessions to review and provide input to the document. These sessions were held quarterly throughout the year and involved evening meetings to review current practices and implementation of the Code of Conduct examples during the year. Students have been engaged in a year long input process by reviewing Conduct Expectations, Unacceptable Behaviours, Rising Expectations and Natural Consequences of events and actions. These student sessions involved power point presentations, breakout discussion groups and reflection review provided primarily by the Intermediate students during their weekly administration team time with the principal. Term assemblies are held at the beginning of each term and the key sections of standards, expectations and Social Responsibility Matrix are reviewed and modeled for and by students.

2. Communication

A variety of methods are used to share our Code of Conduct to the larger school community.

Communication is accomplished through the following avenues:

- In September have families and student complete a SHARP Concept Web to connect key themes for behavior and student conduct focus on Role of School Role of Student and Role of Family
- www.sd43.bc.ca/millerpark - school based website that contains the full text of the Code of Conduct and our Social Responsibility Matrix
- School Planner Information Package

- Development of Code of Conduct pamphlet to be read, discussed and signed by each family
- Weekly Newsletters with associated topics and updates on meetings for PAC and SPC input
- PAC meetings / PACconnect e-mail communication network
- Key elements will be reviewed with students during Opening Week activities and taught explicitly as part of our S.H.A.R.P. Social Responsibility Program
- Term Assemblies
- Weekly Level Meetings with students
- Daily PA announcements that focus on our school motto of S.H.A.R.P.
- Parent Interviews with principal and or classroom teacher involving behaviour or discipline issues
- New staff, support staff including noon hour supervisors are invited to our first staff mtg. to review and discuss situations and implementation of the SHARP Matrix as a common language for use throughout the larger school community

3. Implementation

Code of Conduct will be reviewed with all students as part of the Social Responsibility focus throughout the year. The Code of Conduct will be a major focus of our opening week Social Responsibility activities review of our SHARP matrix and will be used as a reference point on an ongoing basis as needed throughout the year through Term and Weekly Level meetings and assemblies.

4. Monitoring and Review

Code of Conduct is part of the quarterly SPC meeting review.

Classroom meetings and weekly connection assemblies/meetings involve the following:

- Team level meetings focusing on developing self regulation strategies and techniques for students to use when dealing with stress and inappropriate conduct
- The process of monitoring student behaviours and reviewing school wide expectations is one that involves all staff at team level meetings.
- There is an Incident Referral System that uses a paper tracking system for behavioural and discipline infractions. These referrals are compiled on the offending student and consequences for their actions are outlined in the standards section of this code of conduct under consequences. Office referral data (student behaviour incident forms) is stored in a binder in the principal's office.
- These Incident Referrals are reviewed by the Administration Team to note their numbers, frequency and severity of misconduct. This data will be reviewed on an ongoing basis to find patterns or areas that need special attention or focus and then used to guide instructional programs.
- Referrals call for an action plan that involves parental communication with the involved parties and several other key steps of Bully Conflict Resolution Process and the Apology RAP Protocol.

5. Alignment

This goal aligns with the Coquitlam School District's Code of Conduct Policy 17 of improving students' safety and sense of belonging. Miller Park's Code of Conduct is in alignment with Banting Middle's and Moody Secondary's Codes of Conduct.

6. Standards

Miller Park Community School promotes the values expressed in the British Columbia Human Rights Code respecting the rights of all individuals in accordance with the law- prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, physical or mental disability, sex or sexual

orientation – in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment.

Statement of Purpose

- The purpose of the School Code of Conduct is to establish and maintain a safe, caring, welcoming environment for a positive learning and teaching climate.
- To ensure that all members of the school community understand and share the same behaviour expectations. It is important that students and parents understand that students may be subject to discipline for on or off school property misuse of technology (Cyber Bullying) if it negatively impacts the school environment.
- The Code of Conduct assists children in developing more socially responsible behaviours.

Conduct Expectations

We expect acceptable conduct at Miller Park Community School while going to and from school and while attending any school activity at any location, and behaviour beyond these times (including on-line behaviour) that negatively impacts the safe, caring or orderly environment of the school and/or student learning. Students may be subject to discipline under the school and/or District Code of Conduct for any breaches in this code of conduct. Students are expected to follow the school Social Responsibility Motto and Matrix and to act S.H.A.R.P.

- Focus on Primary SHARP Reflections and Intermediate – Let's Get SHARP – weekly reflections written and self assessed by the students on their behaviours for this time period
- **Safety** – Students are encouraged and taught to make safe decisions about personal safety
- **Helpful** – Students are encouraged and taught different way in which they can act to be a helpful citizen in and around the school and home community
- **Accountable** – Students are encouraged and taught to be responsible for their behaviours, actions and take hold of their learning responsibilities
- **Respectful** – Students are encouraged and taught to show and model respect for self, others, school community and their environment
- **Positive** – Students are encouraged and taught to show pride in their work, to extend themselves to offer and engage in activities that promote growth and development and appreciation of others

Acceptable conduct: Miller Park students are expected to:

- Respect for each other's feelings, bodies, property and each other's right to learn by using the review of head, heart and body to see how their actions can impact the learning environment.
- Engage in responsible behaviour in all learning and school activities by arriving at school on time, being ready to learn, to listen, to follow directions, to stay on task and to complete all work to the best of your ability.
- Help to ensure that the school environment is a safe and caring place for all to learn by making sure everyone is included ("You can't say you can't play") and reporting unsafe or unkind behaviour
- Model responsible problem solving skills at school and in the community by using your W.I.T.S. to solve problems (Walk Away, Ignore, Talk About It, Seek Help)
- Demonstrate S.H.A.R.P. behaviour – Safe, Helpful, Accountable, Respectful and Positive

Unacceptable conduct includes poor decision-making that results in:

The school will treat seriously behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation (prohibited grounds set out in BC Human Rights Code) Students shall not bully (physical, verbal, relational) including cyber bullying; illegal acts such as possession, use or distribution of illegal or restricted substances, possession or use of weapons or do theft or damage to property (District Policy 17) nor shall a student publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the basis of any such grounds

- Students may be subject to discipline under the school and/or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise.
- Demonstrating a lack of respect for the feeling of others by not following the “Head, Heart, Body Check” or demonstrating behaviours that bully, harass, intimidate or exclude others. Bullying may include physical intimidation (hitting or threatening to hit, or taking money or belongings), verbal harassment or intimidation such as teasing, taunting, name calling, malicious gossiping, shunning or excluding students or cyber bullying, which includes bullying others through the use of technology such as computers, the internet, e-mail, text messaging, cellular telephone or chat rooms
- Interfering with the learning environment of self or others by demonstrating a lack of caring for yourself and your schoolwork by not listening, following directions, staying on task and completing all work to the best of your ability
- Creating unsafe or unwelcoming situations within the school or on the playground

Rising expectations

As students in elementary school mature and become more socially aware there will be:

- An expectation that as students move through the grades they will be expected to continue to meet expectations in the Social Responsibility Performance Standards for their appropriate grade and age level
- Increasing expectations for students to model positive behaviours for peers and younger students
- Increase expectations regarding the exercise of personal responsibility and self discipline
- Increasing expectations for students to follow the “Head, Heart and Body Check” review, use W.I.T.S. to solve conflict and to report unsafe or unkind behaviour
- Increasing consequences for poor decisions that result in inappropriate behaviour

c) Consequences:

We believe that all children can learn socially responsible behaviour.

Special considerations may apply to the imposition of consequences on a student with special needs if the student is unable to comply with this Code of Conduct, due to a disability of an intellectual, physical, sensory, emotional or behavioural nature.

We use an action plan that involves parent communication through the use of The Bully Conflict Resolution Process and the Apology RAP Protocol. Both of these methods of problem solving have several steps that involve dialogue between the involved parties and commitment to effective resolutions. Time spent on these two areas is invaluable as these are the touchstones for building understanding of issue responsibility, ownership and personal commitment to effectively putting

closure to the incident. It provides the students involved with an opportunity to voice concerns, admit grievances and identify more effective manners in dealing with the issues. Consequences and support will be preventative, restorative and designed to educate the developing child.

- Apology RAP Protocol – a written response for students to formalize the ownership of their wrongful actions and to initiate brainstorming of more respectful choices that are available for student problem solving. Responses are kept in Incident referral Book for the duration of the year.
 - a. Responsibility – for offending actions
 - b. Apologize – for pain, suffering or damage done
 - c. Promise – commitment to not engage in further disrespectful activities
 - d. All signed and dated by the student and parent/guardian
- Bully Conflict Resolution Process – a management discussion process that engages conflicting parties and witnesses to the event.
 - a. Restitution – attempt to bring issues of balance to the event
 - b. Resolve – examination of root of issue and how to deal with emotions
 - c. Reconciliation – an agreed meeting between involved parties

Consequences for poor decisions will be imposed with the intent of teaching or promoting socially responsible behaviour by the use of progressive discipline methods. Responses to unacceptable behaviour are pre-planned, consistent and fair. The consequence will be based on the severity and frequency of the behaviour. Progressive discipline methods can include:

- Office referral for a problem solving discussion or completion a Behaviour Improvement Form
- Loss of time on the playground at recess and/or lunch
- A Planning For Success meeting with student and parents
- Social skills counseling
- Informal or Formal Suspensions based on the Guidelines of the District Code of Conduct

d) Notification:

At the elementary school level, many students benefit on occasion, from adult intervention and guidance as they learn to make better decisions about their behaviour. Parents will often be asked to assist in encouraging positive behaviour. The following people will be notified in breaches of Miller Park's Code of Conduct:

- Parents of the student making the poor decision will be contacted
- Parents of any student who is the target, victim of bullying or harassment
- School staff as deemed appropriate by the school and/or district
- School District Personnel will be notified as required by school district policy, e.g. Level I, II, and III suspensions.
- Police and other social service agencies as required by law

Code of Conduct Appendix:

Miller Park staff wanted to see our Levels system and Social Responsibility Behaviour Expectation matrix included in our Code of Conduct. There is school-wide support for the Social Responsibility Behaviour Matrix and the following Levels System of Behavioural Support:

- LEVEL 1** Full participation in all classroom activities
 If student is unable to respond positively to the expectations of Level 1: he/she will receive a verbal/non-verbal cue to redirect to the appropriate behaviour.
 IF COMPLIANT.....he/she will stay at Level 1
 IF NON-COMPLIANT...he/she will go to Level 2
- LEVEL 2** Quiet spot in the classroom
 Student will stay there until he/she can demonstrate appropriate behaviour
 IF COMPLIANT.....he/she will return to Level 1
 IF NON-COMPLIANT...he/she will go to Level 3
- LEVEL 3** Will be taken / sent to the office.
 The administrator, in collaboration with the classroom teacher, will decide case-by-case basis as to the necessary consequences/interventions, for the student(s)
- LEVEL 4** A call will be made to the student’s parent(s).
 Parent / guardian will be expected to come to the school to collect and to take their child home. The length of suspension and terms to be determined on a case-by-case basis

Physical aggression or bullying behaviour will result in being sent directly to Level 3

Miller Park Community School Social Responsibility Expectations

EXPECTATION	ALL SETTINGS	HALLWAYS	SCHOOL GROUNDS	CLASSROOM AT LUNCH TIME
RESPECT OURSELVES	<ul style="list-style-type: none"> Be prepared Dress appropriately for cold or wet weather Take care of personal hygiene 	<ul style="list-style-type: none"> Walk calmly and safely 	<ul style="list-style-type: none"> Play safely with others and use equipment properly Stay within boundaries 	<ul style="list-style-type: none"> Use good table manners Use a quiet, respectful talking voice inside the classroom and hallways
RESPECT OTHERS	<ul style="list-style-type: none"> Be kind and use good manners Share and include others Listen actively Keep you hands and body to 	<ul style="list-style-type: none"> Keep moving and walk on the right hand side Use appropriate language and volume Keep your hands 	<ul style="list-style-type: none"> Report fighting and other unsafe behaviour Use W.I.T.S. to solve problem Be a good sport and include others 	<ul style="list-style-type: none"> Practice good manners Respect differences in choices of food or clothing

	yourself <ul style="list-style-type: none"> • Respect others' thoughts and opinions 	and body to yourself	<ul style="list-style-type: none"> • Be helpful 	
RESPECT ENVIRONMENT	<ul style="list-style-type: none"> • Reduce, reuse recycle • Throw garbage in cans • Ask before you borrow • Report vandalism 	<ul style="list-style-type: none"> • Pick up garbage • Keep desks and work spaces clean • Wipe feet on mats 	<ul style="list-style-type: none"> • Pick up litter • Take pride in the school environment • Report vandalism 	<ul style="list-style-type: none"> • Clean up • Put all garbage in the proper container (including straws from juice boxes) and assist the recycling team by ensuring that juice containers are emptied and put into the recycling box

EXPECTATION	LIBRARY COMPUTERS	ASSEMBLIES	GYM	BUS – Field Trips
RESPECT OURSELVES	<ul style="list-style-type: none"> • Keep equipment in good order • Keep track of books and return them on time • Be familiar with routines 	<ul style="list-style-type: none"> • Listen • Choose appropriate people to sit by • Use "Body Check" to demonstrate listening skills 	<ul style="list-style-type: none"> • Bring clean strip • Take care of personal hygiene • Play safe and try hard 	<ul style="list-style-type: none"> • Sit down • Keep your hands and head inside bus windows
RESPECT OTHERS	<ul style="list-style-type: none"> • Wait your turn • Use a "quiet" voice • Work on your own computer 	<ul style="list-style-type: none"> • Enter/exit quietly • Listen • Clap at appropriate times 	<ul style="list-style-type: none"> • Be on time • Follow instructions • Play fair and include everyone 	<ul style="list-style-type: none"> • Use a quiet voice • Keep hands and body to yourself • Thank the driver
RESPECT ENVIRONMENT	<ul style="list-style-type: none"> • Refrain from eating in these areas • Respect books and equipment • Push chairs in before leaving 	<ul style="list-style-type: none"> • Take care to leave your area clean when leaving 	<ul style="list-style-type: none"> • Return and care for equipment • Eat elsewhere • Clean up 	<ul style="list-style-type: none"> • Care for the seats • Pick up after yourself • Close windows when you leave